



Kentucky Department of Education

PL/CS Program Review

Practical Living/Career Studies

Draft—January, 2010



Curriculum and Instruction

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Demonstrator: A rigorous PL/CS curriculum provides access to a common academic core for all students as defined by state and national standards.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Access is provided through intentionally scheduling time within the school schedule for instruction in all four disciplines (i.e., health education, physical education, consumerism, career studies) for ALL students. • The PL/CS curriculum includes activities for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high academic expectations for all students. • The curriculum ensures that ALL students have opportunities to grow and demonstrate individual progress and achievement. • The PL/CS curriculum includes all intelligences and abilities (i.e., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional). • The PL/CS curriculum engages all students in higher order thinking creativity, and problem-solving skills evidenced by authentic student products and performances. • The state and national standards in PL/CS are articulated and communicated to all students, teachers, and administrators. • The PL/CS curriculum intentionally provides meaningful opportunities for integration as cross-curricular connections are made. 	<ul style="list-style-type: none"> • Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/Individual Learning Plan (ILP)/Limited English Proficient (LEP) • Site-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes • Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines

Demonstrator: Students are provided with a K-12 career studies program focusing on Kentucky's 14 Career Clusters which incorporates the use of Career Pathways that link high school career majors with postsecondary education.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Career clusters are introduced at the elementary level. • Students begin receiving career counseling in the 6th grade with the introduction of their Individual Learning Plans (ILP). All students have identified at least four courses related to their major and related to one of the state's 14 Career Clusters. Students may change their major multiple times as they prepare for a successful postsecondary transition providing they complete a minimum of four courses in their chosen area. (Examples of career majors might include Accounting, Culinary Arts, Animal Science Systems, Performing Arts, Pre-Nursing, Pre-Engineering, etc.). • Career pathways are developed in a variety of the state's 14 identified Career Clusters. • The Career Majors offered at the school reflect the demands of the local job market. • Students utilize an ILP to research careers and manage the progress of their chosen career major. • Articulation and dual credit agreements will be part of the career pathways in order to prevent duplication of coursework between the secondary and postsecondary levels. • Students are provided work-based learning opportunities (e.g., co-op, job shadowing, and internships) in their chosen career major. 	<ul style="list-style-type: none"> • Documented Career Pathways using state templates • Examples of Students' ILP • Electronic or paper copy of course offering guide that reflects the career majors and sequence of courses for students at the secondary and postsecondary level • Documentation from postsecondary partners showing college credit for courses taken in high school

Demonstrator: The school implements an ILP as an effective tool for career planning and continues using the tool to track the progress of a student through their secondary school experience.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Goal setting and community service are included as part of the elementary school curriculum. • A formalized plan for introducing and using an ILP is started in the 6th grade. • The school provides training to parents on using the ILP to help their child select course offerings and develop career goals. • The school integrates an ILP in a variety of courses to use as a research tool for career choices, goal setting and post-secondary opportunities. • An advising program is provided and includes an ILP as part of the curriculum. • A formalized plan is implemented in monitoring the completion of students' ILP. • If a district utilizes the services of an Area Technology Center, a communication plan of action has been established for ILP training and usage for teachers and students. • There is consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities. • The school uses an ILP as a tool for intervention (e.g., GSSP, IEP, and LEP). • The implementation of the ILP is supported by school administrators. 	<ul style="list-style-type: none"> • ILP usage logs • Parent signature verification on annual review of ILP • Advising program curriculum • Professional development plan for all teachers (e.g., train-the-trainer model, KDE training)

Demonstrator: An emphasis on collaboration and integration among teachers, curriculum, and technology specialists, and community and business partners is apparent in the school culture.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Students and teachers utilize technology tools relevant to classroom content. Technology and media resources are used to communicate within the school, to parents, to students and to the community. Integration of technology (e.g., smart boards, elementary keyboarding, internet research, podcasting) is apparent in classroom instruction. Students apply technical mathematics, reading and writing skills (e.g., comparison shopping, resume writing, balancing a checking account, analyzing a stock chart, reading insurance forms, loan applications and rental agreements) in other subjects. Academic and PL/CS content is integrated across all disciplines. Academic and PL/CS teachers work together on collaborative projects and activities. Advisory Committee is used as a resource to enhance instruction and provides students with ease of transition to post-secondary and/or workplace. Advising programs guide students with personal decisions, life choices, and employability skills. Interdisciplinary courses are offered at the secondary level for academic credit. 	<ul style="list-style-type: none"> A school-wide project/theme (e.g., Financial Literacy, Going Green, Healthy Life Styles) involving a variety of school personnel and community partners Documentation of collaborative projects Innovative use and integration of technology (e.g., student created web pages, use of tablet pc's, ipods, assistive technologies, Skype, intelligent classrooms) Professional Learning Communities (PLC) meeting notes and collaborative projects

Demonstrator: The development, implementation and importance of interpersonal/social skills should be evident throughout the educational process.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Verbal/nonverbal communication skills and presentation techniques are evident in PL/CS courses. • Appropriate digital tools and media are used to effectively communicate and actively engage students within the PL/CS curriculum. • Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated in the PL/CS curriculum. • Service learning/community service activities are available through instruction and extra/co-curricular activities. • Healthy relationships, as they relate to family, peers and the workplace, are integrated in the PL/CS curriculum. • Opportunities to utilize problem solving and decision making in cooperative learning and/or teamwork environment are implemented in instruction. • Appropriate interviewing skills are demonstrated in the classroom or workplace setting. 	<ul style="list-style-type: none"> • Service learning projects (e.g., student organizations/clubs, community service, Going Green, student wellness) • Speeches, presentations via Skype from venues (e.g., Civic groups, Chamber of Commerce, Mayor's or Governor's office) • Student created videos and Public Service Announcements • Cultural celebrations • Documentation of student behavior plans

Demonstrator: The development of leadership skills will be integrated both vertically from grades K-12 and horizontally across different subject areas.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Students participate in a variety of school or co/extra-curricular activities related to PL/CS curriculum. Student engagement occurs by promoting 21st century skills such as problem solving, critical thinking and leadership. A study of both historical and current leaders will be integrated into the curriculum in a variety of subject areas. Students are exposed to guest speakers from a variety of leadership positions and career fields. Career & Technical Student Organizations (CTSO) and clubs are provided and offered on a regular basis to develop leadership skills. A variety of extra/co-curricular activities are available and students are encouraged to participate in at least one extra/co-curricular activity each school year. School has a plan for increasing participation of students who are at risk in extra/co-curricular activities. 	<ul style="list-style-type: none"> Student led community service projects Newspaper articles and other media information about leadership activities Program/activities that are planned to promote student leadership and the importance of being a leader Family/community wellness event organized and led by students

Demonstrator: Financial Literacy skills are taught across content areas throughout the educational process. Real life situations involving money management are embedded in grades K-12.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Financial decision making opportunities are provided (e.g., school banks, school/class based enterprises, student organizations/clubs). Students have the opportunity to learn about available sources and resources of financial systems (e.g., guest speakers from local banks, credit unions, financial planners). Financial planning is embedded in curriculum to guide students in achieving short and long term goals. Problem solving and critical thinking skills involving money management skills are taught across grade levels in various courses (e.g., Life Skills, Career Choices, AgriBusiness, Financial Literacy, Money Skills). Responsibilities and consequences of using credit are incorporated in the curriculum. Student opportunities are provided to learn about investments and savings (e.g., school banks, stock market game). Curriculum includes content related to taxes and its impact on services provided by governmental agencies, entrepreneurs, and financial aid advisors. 	<ul style="list-style-type: none"> Family Financial Literacy activities Guest speakers (banking, investment, insurance, entrepreneur, financial aid advisor) Service Learning Projects (e.g., students completing tax documents for community and peers, entrepreneurship designed by students to raise money for service learning project) Recognize and celebrate student businesses

Demonstrator: Practicing wise consumer decisions concerning health, nutrition and care of the environment should be evident throughout the educational process.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The opportunity for goal setting will be reflected in finance, health, nutrition and environmental class projects and/or lesson plans. • PL/CS curriculum will provide opportunities for developing decision making skills impacting health, nutrition and the environment. • Rights and responsibilities for the consumer is included in the curriculum. • Responsible consumer decisions are embedded in the curriculum (e.g., wants, needs, values, comparing products/services, evaluating advertising techniques/media). • Instruction and opportunities are provided to evaluate the importance of consumer decisions as it relates to the environment (e.g., reducing, reusing, recycling, green choices). • Instruction and opportunities are provided to evaluate the importance of consumer decisions as it relates to nutrition and health issues. • The curriculum includes current information on product safety and value information (e.g., recalls, ratings, consumer reports). 	<ul style="list-style-type: none"> • Projects relating to consumer, health, nutrition, and environmental issues • Media use to inform students, parents and others about consumer rights and responsibilities (e.g., posters, announcements, web pages, newspapers, brochures) • Student inform others about current consumer issues such as recalls (posters, announcements, school web page)

Demonstrator: Students demonstrate knowledge and skills (physical, emotional, mental, social, spiritual) to enhance their health from elementary through high school.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School health curriculum is aligned with National Health Education Standards and Kentucky's Program of Studies. • Appropriate health and wellness information and services are embedded in the curriculum. • Students demonstrate the use of decision-making skills in establishing and maintaining a healthy lifestyle. • Healthy living and career goals are components of health instruction. • Teachers/students collaborate with community partners to participate on school health advisory teams. • Teachers integrate current national and global health and safety issues into the curriculum. • Students use goal setting skills to develop, implement and maintain an evaluation plan for a healthy lifestyle. • Students demonstrate the ability to practice health enhancing behaviors. • Curriculum should address a minimum of 10 areas of comprehensive health education (i.e., Community Health, Consumer Health, Environmental Health, Family Life, Mental Health, Emotional Health, Injury prevention and safety, Nutrition, Personal Health, Prevention and Control of communicable and non-communicable disease, Substance use and abuse). • Students demonstrate the ability to access valid health information and products and services. • Students demonstrate the ability to use goal setting. 	<ul style="list-style-type: none"> • Health Education Curriculum Analysis Tool (HECAT) • List of school health advisory team members • List of students who participate in health related programs and organizations • Records of logs of guest speakers/community resources

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| <ul style="list-style-type: none">• Students demonstrate the ability to avoid and reduce health risks (i.e., alcohol and other drug use, injury and violence (including suicide), tobacco use, poor nutrition, inadequate physical activity, risky sexual behavior). | |
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Demonstrator: Physical Education includes the knowledge and skills that are essential to personal growth and development, social behavior through participation of lifetime activities with the underlying goal of preventing lifelong disease (i.e., diabetes, obesity, some cancers).	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Curriculum includes content that provides students the knowledge, motor skills, confidence and self management that are essential to personal growth and development. Physical education is aligned with the National Physical Education Standards and Kentucky's Program of Studies. Students demonstrate competency in developmentally appropriate movement forms. Students demonstrate movement concepts and principles to the learning and development of motor skills. Students are provided opportunities to achieve and maintain a health enhancing level of physical fitness. Students demonstrate personal and social behavior for self and others in physical activity settings. Students demonstrate that physical activity provides opportunities for enjoyment, challenge, self-expression, health benefits and social interaction. Students will develop their own Frequency, Intensity, Type, Time (FITT) Plans and demonstrate the implementation of these plans by using the skill and health related components of fitness. 	<ul style="list-style-type: none"> Fitness Testing (e.g., Fitness gram, President's Physical Fitness Challenge, Personal Best) Student leadership role in community physical activity (e.g., family fun run/walk, youth sports leagues) Implementation of intramurals in schools, fitness clubs before, during and/or after school

Formative and Summative Assessment

“Formative assessment” means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

“Summative assessment” means an assessment given at the end of the school year, semester, or other period of time to evaluate students’ performance against content standards within a unit of instruction or a course.

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Demonstrator: Formative and summative assessments of PL/CS are systematically aligned with state and national standards across all classrooms	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention plan to support individual student growth. State and national standards are used in developing formative and summative assessments. Implement formative and summative assessments that address students with special needs, English language learners (ELL) and gifted students. A plan is in place to monitor PL/CS to ensure teachers develop formative and summative assessments based on state and national standards to meet the needs of diverse student population. 	<ul style="list-style-type: none"> SBDM policy & minutes Professional Learning Communities (PLC) minutes Records of student performances (e.g., video, CD's, photos, exhibits) Lesson plans document differentiation for students with special needs, ELL and gifted

Demonstrator: Formative and summative assessments in PL/CS are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student achievement.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The teacher uses student work/data, observations of instruction, assignments, and interactions with colleagues to reflect on and improve professional practice. • School leadership ensures all teachers have access to data (e.g., ILP, Infinite Campus, state performance reports, EPAS, access, interest inventory, district/school data). • Teachers analyze both formative and summative data to develop, enhance, revise curriculum guides, units and lessons. • Students use problem-solving and critical thinking skills to analyze and interpret real world data and application as related to specific PL/CS content. • Reflection and analysis of student work is on-going and instructional strategies are designed to meet the needs of individual students. 	<ul style="list-style-type: none"> • Minutes of collegial meetings • Records of student performances (e.g., video, CD's, photos, exhibits) • SBDM Committee minutes

Demonstrator: Formative and summative PL/CS assessments foster student ownership and provide student opportunities to reflect upon prior learning.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Teachers co-develop scoring guides and rubrics with students and other teachers to create clear expectations for quality performance. Teacher provides adequate modeling and guides students to apply rubrics to identify improvement strategies and assess overall performance. Differentiated instruction is embedded throughout lesson plans, teaching strategies and assessments. Multiple forms of assessments exist based on individual learning styles to accommodate needs of students. 	<ul style="list-style-type: none"> Student written and performance-based assessment=Results of Kentucky Occupational Skill Standards Assessment (KOSSA) Minutes of collegial meetings Student/Teacher developed rubrics Self/peer student assessment/checklist

Demonstrator: Multiple formative and summative assessments are designed to enhance student learning.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Multiple assessment opportunities are provided based on individual learning styles (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection) for students to demonstrate their abilities prior to intervention or diagnoses of learning difficulties. Learning opportunities are designed to facilitate experiences that prepare students with 21st century skills. Incorporates work-based learning which makes real-life applications and connections to community, society and current events. Students Individual Learning Plan (ILP) will be individualized to meet the student's academic needs based on formative and summative assessments including consultation among parents, teachers and the student. 	<ul style="list-style-type: none"> Student written, performance-based/project-based authentic assessments ILP (e.g., intervention and gifted plan) Record of participation in student organizations/club competitive events Records of student's work based learning experiences

Demonstrator: Formative and summative assessment feedback is given to students and parents timely and consistently to improve individual student performance.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports, school web sites). Teacher along with the student refines, revisits, and modifies instructional strategies to ensure proficiency in PL/CS. 	<ul style="list-style-type: none"> Staff member/student/parent/family member survey SBDM policy School/Teacher Web site

Professional Development and Support Services

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Demonstrator: Staff engages in continuous and research based professional development that enhances their ability to deliver effective instruction.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Professional development will allow for continuous growth through job-embedded opportunities for implementing instructional strategies. Professional development is based on research strategies proven effective to enhance learning. Follow-up is included as a component of the school's professional development plan. Evaluation of professional development will be implemented at the conclusion of each professional development opportunity to provide feedback for further planning. 	<ul style="list-style-type: none"> School professional development plan Professional growth plan Professional development evaluations

Demonstrator: Professional Development is designed to meet the specific needs of teachers and administrators.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> School and student data is reviewed and analyzed in planning professional development needs. Teachers have access to professional development which deepens and broadens knowledge of PL/CS content. Professional development opportunities are aligned with Professional Growth Plan of staff. A component of the school plan for professional development is formulated on the needs and interests of new staff. 	<ul style="list-style-type: none"> Record of data analysis by staff Documentation of professional development participation (e.g., certificates, sign in sheets, summary dates) Mentoring program for new staff Survey of needs and interest of staff

Demonstrator: Administrators support a climate and culture that supports on-going teacher learning in PL/CS.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Administrators allow staff to establish professional learning communities for PL/CS. PL/CS and core subject teachers schedule reflects time for common planning. Administrators provide a plan to support coaching and mentoring for teachers/staff. School professional development plan incorporates opportunities for leadership development. 	<ul style="list-style-type: none"> School's professional development plan Personal Growth Plans Minutes and membership list of professional learning committees

Demonstrator: Leadership supports the implementation of and evaluates the effectiveness of professional development.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Administrators monitor and support the implementation of professional development. Staff monitors data to assess the impact of professional development on student learning. Teachers working in teams will access and analyze school data to determine professional development needs. 	<ul style="list-style-type: none"> Documentation of team meetings School's professional development plan School data analyzed in PLC (e.g., dropout, transition data, Career & Technical Education Completer Data)

Demonstrator: Collaborative opportunities are provided for professional development for teachers to work with postsecondary education partners, business and industry personnel, civic/community organizations and area technology centers.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The school schedule provides time for teachers to plan and implement collaborative efforts among external partners. • Professional development opportunities are provided to work with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs. • School embraces the concept for teachers to participate in staff exchange programs with business and industry partners. 	<ul style="list-style-type: none"> • Documentation of summer staff exchange program (i.e., internship in program area) • Transition plans for students with special needs • Teacher professional development portfolio • Documentation of intentional collaboration

Demonstrator: Professional Development provides staff the opportunities for integrating 21st century skills, tools and teaching strategies into their classroom.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Professional development in PL/CS cultivates teacher's ability to identify student's learning styles, multiple intelligences, strengths and weaknesses. Curriculum for PL/CS provides opportunities for teachers to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing) in daily instruction. Professional development in technology is provided to improve skills for PL/CS teachers to enhance instruction. 	<ul style="list-style-type: none"> Projects and activities using technology List of technology professional development opportunities/participation Professional development plans

Administrative/Leadership Support and Monitoring

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Demonstrator: Schools Councils and administrators have developed a shared vision for insuring quality instructional programs.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement. • Leadership systematically communicates and uses the vision to guide decision-making. • Collaborative vision addresses appropriate state requirements, national standards and 21st century skills. • Activities and projects for each program area and grade level(s) are aligned with the vision. • The vision demonstrates a priority for integration of PL/CS throughout the curriculum and throughout the student's academic experience (P-12). 	<ul style="list-style-type: none"> • School evaluation plan • School improvement plan • Advisory committee meeting minutes

Demonstrator: The school maximizes the use of all available resources to support high quality PL/CS programs.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The PL/CS programs have ample quality materials, equipment and technology to teach the curriculum. • PL/CS teachers are a part of the planning of the annual school budget. • The school takes advantages of external resources that benefits PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants). • The leadership provides a variety of opportunities for students at all grade levels to present exemplary work for peers, parents and community. • The leadership promotes parental involvement as a valuable resource in PL/CS programs. 	<ul style="list-style-type: none"> • News articles • Parent volunteer hours • Record of industry and community partnership • Record of budget committee

Demonstrator: School councils establish or review policies for the allocation of staffing for PL/CS.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School councils establish policies for the allocation of staff based on the needs of students. • Instruction is provided by highly qualified teachers in all PL/CS areas. • Staff assigned based on needs and interests of the students. 	<ul style="list-style-type: none"> • SBDM policy • Staffing plans • LEADS report/certification • Career pathways/course offering forms

Demonstrator: School councils and administrators work with district to provide adequate facilities, space and time for implementation of all programs.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School space should meet KDE requirements in terms of adequacy to support appropriate teaching and learning. • School uses the Career & Technical Education and Kentucky Schools Facility Planning Manual in program planning. • Facilities are safe, accessible and, when appropriate, meet industry and classroom standards. • Physical education facilities are appropriate for class size(s) and fitness needs. • Health education facilities inside classroom space, technology and other appropriate environmental conditions for quality instruction. 	<ul style="list-style-type: none"> • Safety logs • Room utilization chart • Facility plan

Demonstrator: Administrators, department heads and/or teacher leaders utilize advisory groups or councils in the development of curriculum and programs.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Advisory Committees and Coordinated School Health committees meet bi-annually to ensure quality programs and policies. Advisory committees include representatives of all stake holders (e.g., business and industry, and community partners, post secondary institutions, parents, students). Input from advisory committee(s) is utilized in making program and instructional decisions. 	<ul style="list-style-type: none"> Advisory committee documentation (e.g., membership lists, minutes, policies, goals and objectives, accomplishments, media sources) Coordinated School Health committees annual policy review documents and minutes of meetings

Demonstrator: School councils provide accessibility to required and elective courses at all levels.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Course documents approved by SBDM show a variety of offerings related to health, physical education and student career majors. Leadership support collaboration between core subject and PL/CS at all levels. The implementation of an ILP is supported by administration. 	<ul style="list-style-type: none"> School master schedule Career and Technical Education(CTE) course offering forms School course catalog School ILP administrators tool

Demonstrator: School councils and administrators should provide evidence of an on-going system for implementation of program review for PL/CS.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • An interdisciplinary team develops a system for monitoring program review. • An action plan is in place for implementation of the program review. • An interdisciplinary team can provide evidence and data from the on-going assessment system for program review for PL/CS. 	<ul style="list-style-type: none"> • Minutes of PL/CS team meetings • List of team members

Demonstrator: School leadership and staff make efficient use of instructional time to maximize student learning in PL/CS.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School council adopts policy that provides for and protects adequate instructional time for PL/CS teachers. • PL/CS teachers have adequate daily planning and travel time when needed for cross-curricular planning. • PL/CS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building. • PL/CS teachers are certified to teach the PL/CS content. 	<ul style="list-style-type: none"> • Master schedule • School room assignments • SBDM Instructional time policy